APPENDIX III.

[Vide answer to starred question No. 565 asked by Sri A. Vedaratnam, at the meeting of the Legislative Assembly held on 27th September 1958, page 771 supra.]

I

Particulars regarding introduction of Gandhiji's principles in Educational Institutions.

1. In the existing syllabus for Social Studies in Secondary Schools which has been in force from the year 1948, special provision has been made for the teaching of Gandhiji's principles in Form III in the Middle School stage and again in Form V in the High School stage. Activities in Gandhiji's life and teaching form the subject for activities—songs, dramatization, Kathakalakshepam, etc., have been suggested as activities when dealing with the above topics. It is therefore apparent that life and principles of Gandhiji will be emphasised even in these activities. This apart, even in the revised syllabus, which will be progressively introduced from the year 1958–59, reference is made to Gandhiji and his principles in the Social Studies syllabus for Standards IV, V, VII, VIII, IX, X and XI.

2. Besides specific provision having been made in the Social Studies syllabus, the pupils are taught indirectly and sometimes directly in the other subjects taught in the basic system of education. The basic system of education having become the accepted policy of the State, there will be frequent reference to Gandhiji and his principles while teaching the pupils, the various crafts comprised in this system of education. Invariably in the language texts, chapters are devoted to national leaders and their life mission, particularly bringing into prominence the life of Gandhiji and his principles.

II

1. The Government of India recommended the introduction of projects for the teaching of Gandhiji's ideas and ways of life at various stages in all schools, on the lines of the project described below :—

GANDHI PROJECT.

[Conducted by the students of the fifth class, Primary School, Jamia Millia, and exhibited at the Jamia Educational Festival held on 10th, 11th and 12th November 1956, at the Jamia Nagar, New Delhi.]

1. The problem of selecting a project is a difficult one. Though the selection has to be made by the students themselves, the teacher has to see that only such a project is selected as is related to their life, meets their individual and group needs and has enough educational possibilities. After the selection is made, he has to

help the students in getting the plan of work prepared in such a way that different subjects in the class curriculum can be correlated through the activities of the project. At the execution stage again he has to help and guide the group as well as each pupil individually, to organize different activities and in getting individual assignments completed.

2. The Gandhi Project, dealt within the present article, was conducted by the fifth grade students of the Jamia Primary School. Every year Jamia Mallia organizes an educational festival in the month of October or November, in which all departments of the Jamia take part in some way or other. Last September, as soon as the dates of the festival were fixed, the students of the fifth grade started thinking about the project they would like to have for the occasion.

SELECTING THE PROJECT.

3. I, as the class teacher, asked the class to select their project. One suggestion was that it should be a project on 'Animals'. Another suggestion was that it should be around some personality. One boy said "Last year the fifth class had Nehru Project; why should we not have a Gandhi Project this year". Many arguments were given in favour of this proposal. A lot of pictures could easily be found about Gandhiji and a good number of albums could be prepared. Further more, a Gandhi Project would provide enough work in many subjects like Urdu, Hindi, general knowledge, History and Geography. I helped the students to make the final decision about the Gandhi Project.

SECOND-STAGE PLANNING.

4. Now the students were ready for the second stage, i.e., the preparation of the plan of work. In the meeting that followed they decided—

(1) to do some work in each and every subject;

(2) to read some of the books on Gandhiji written for children;

(3) to read some portions of the books written by Gandhiji;

(4) to collect information through these books, about Gandhiji's life, his work and teachings; and

(5) to have educational tours of the places in Delhi which are associated with Gandhiji.

A BEGINNING MADE IS MADE.

5. After the planning was over, a beginning was made with an educational tour on 1st October 1956. Hukum Singh, one of the students, in his report on the tour says :

"Everyone of us was waiting impatiently for the 1st October. On that day, I got up early in the morning. My mother prepared some breakfast for me. I took it and hurried to the

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school. The Jamia bus was to leave at 8 o'clock. I reached there a bit earlier. My class fellows were waiting for the bus to come. After a little while, the horn was heard and we announced its arrival with shouts of joy. All of us got in quickly. The teacher took the seat close to the driver. First we went to Gandhi Museum. It was closed. We visited it again and saw Gandhiji's three monkeys that were presented to him by a Chinese. They mean, ' See no evil, Speak no evil and Hear no evil.'

We also visited the Bhangi Colony, where Gandhiji used to stay. Harijan children were playing there. We saw the place where Gandhiji used to hold his prayer meetings. From there we went to the Gandhi Mela, organized by the Delhi Municipality, where we saw a big statue of Mahatma Gandhi. Then we went to Gandhi Samadhi and from there to Birla House where a mad-man had killed Gandhiji.''

6. Through this educational tour, the students found many things to think and talk about and to write on. They learnt great deal about Gandhiji's life. The students were divided in six groups and individual assignments were made. Books were read and notes were taken. Articles were written and maps and charts were projected. The work in general knowledge, craft, gardening and other subjects was now started. Unfortunately the project could not be continued for more than a month. In my opinion at least three months are necessary to exploit fully the educational possibilities of such a project. However, efforts were made to cover some parts of the syllabus in all the subjects. Some time the nature of the project made it necessary to touch upon some topics which were outside the fifth grade curriculum. Given below in detail in what part of the curriculum the different subjects could have been covered.

TEACHERS' PREPARATION.

7. First of all, the teacher has to collect a good number of books from various sources, so that the students will have enough reading material and be able to collect matter for their essays. The teacher has also to study important portions of all the books and provide guidance in such a way that most of the students can read the books with ease and collect their material.

List of books.

1 Yadgar-e-Zamana Hen Yeh Log—By Abdullah Butt.
2 Rahe Gandhi—By Acharya Kripalani.
3 Meri Rai—By Om Prakash.
4 Gandhi Baba—By Qudsia Zaidi.
5 Talashe-e-Haw, Part II—By Mahatma Gandhi.
6 Gandhiji Badshah Khan Ke Des Men—Pearey Lal
7 Asp Biti—Mahatma Gandhi.
8 Sach ka Pujari—By Parkash Pandit

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9 Mahatma Gandhi—By Hamidullah Afsar.

10 Hamara Gandhi—By Hafeezuddin.

11 Tumbhi Gandhiji Ban Sakte Ho—By Mushtaq.

12 Gandhi Chitravali—Jeet Mal.

13. Journal " Ajkal " Gandhi Number—Published by Publication Division, Government of India.

14 Gandhiji se kaya sikhen—Desh.

15 Saptahik Hindustan, Gandhi Number—Publisher : Saptahik Hindustan, New Delhi.

16 Bapu from Bal Hindi Pustak.

17 Different journals and periodicals—Urdu and Hindi.

(1)

Religious knowledge.

The students were helped to collect various teachings of Islam, and other religions and then the teacher explained how far Gandhiji acted according to these teachings. Each student selected a topic which was first discussed in the class and then he wrote a short essay on it. For example, Mehdi Imam, in his essay on Tolerance, says : " According to our religion Islam, brave is one who can bear the hardships and unpleasant things with a smiling face. Gandhiji, because of his political activities was treated very badly by the foreign Government and had to face great hardships but he always treated his opponents politely and mildly ". Another student, writes under the title " Christ and Gandhiji " says, " It was 1,956 years ago that Christ taught his people many good things, but they did not listen to him. Gandhiji did the same and many people became angry with him. Christ was crucified on this account and Gandhiji was killed by a man of his own country."

(2)

Urdu-Hindi.

1. *Letter writing.*—The students, while working on the project had to write letters to the Manager of the Children's shop and the In-charge of Educational Equipments. They also sent letters of thanks in connection with the invitation they received on the occasion of Gandhiji's birthday.

2. *Applications.*—They had to write applications to the Headmaster for such things as maps and books, etc.

3. *Invitations.*—The class sent out invitations to the local guardians to see the exhibition of the project.

4. *Notices.*—On the occasion of the educational tour the students sent a notice to the local guardians, informing them that the children will return home late in the evening.

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5. *Selection of poems.*—The students collected some of the poems written on Gandhiji and put them together in pamphlet form.

6. *Essay writing.*—Every student wrote several essays, in pamphlet form, with a little page carrying sketches of Gandhiji and the National Flag.

(3)

Social Studies.

The following are some of the topics that were explained in the class and on which the students wrote essays. These essays, after being corrected by the teacher, were prepared into pamphlets under various headings :—

(1) Indian struggle for Independence and other countries.

(2) Characteristics of the Indian Struggle for Independence.

(3) Gandhiji's life in brief.

(4) Gandhiji and other religions.

(5) Famous Indian Cities associated with Gandhiji's activities.

(6) Gandhiji's simplicity.

(7) " Porbandar ", Bombay, " Sabarmati ", Poona, " Rajkot ", what they are famous for?

(8) Desire for others whatever you desire for yourself.

(9) Tolerance.

(10) Gandhiji's Mistakes and How he corrected them.

(11) Stories that Gandhiji liked.

(12) Gandhiji's non-violence.

(13) How can we commemorate Gandhiji.

(4)

General knowledge.

The following topics were explained in the class and the students wrote short essays on them :—

(1) Programme of gardening.

(2) What to cultivate in October

(3) Practical work in gardening.

(4) Report on gardening

(5) Gandhiji's diet.

(6) Naokhali.

(7) Calcutta.

(8) Kashmir.

(9) Patna.

(10) Delhi.

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(5)

Arithmetic.

In gardening, beds of equal area were prepared. Students were told how to measure the length and breadth after that sums were worked out, e.g., the length and breadth of Asif's bed is 15 feet 8 inches and 8 feet 4 inches respectively. What will be its area?

Bill making.

Various articles were brought for the project from the city. The students made out bills for these articles.

(6)

Craft.

Under this head the students made the following articles :—

(1) A model of the Three monkeys of Gandhiji in plywood.

(2) A model of a goat.

(3) A model of the hut of Gandhiji.

(4) Pictures pasted on plywood and cut out.

(5) Fitting of pictures into glass frames.

(6) A model of a pair of wooden-sandals as worn by Mahatmaji. It was also proposed to make a wooden cup, a wooden spoon and a mobile latrine. But these things could not be made for lack of time.

(7)

Drawing.

The students showed extraordinary interest in drawing. They consulted the teacher concerned in filling in the colours on charts, pamphlets, album-corners and title pages. This frequent consultation sharpened that sense of colour-combination. The students while making pictures learned how a well proportioned picture looks beautiful and how an unproportioned picture looks awkward and unattractive. They also became conscious of the difference in face and features. This made their pictures and charts meaningful and attractive. During this period, six or seven out of 26 days distinguished themselves in drawing. Their work is on display in the Educational Exhibition room.

The students also made charts.

Some of the titles of these charts are given below :—

(1) Gandhiji in Childhood.

(2) Gandhiji in London.

(3) Gandhiji in Africa.

(4) Gandhiji in India.

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(5) Gandhiji in Sabarmati Ashram.

(6) Salt Satyagraha.

(7) Gandhiji in Sabarmati Jail.

(8) In Patna—A message of love to Biharis.

(9) The Indian gained consciousness by following him.

(10) A message of love to the Delhi people.

(11) We shall follow your footsteps.

(12) Father of Free India.

(13) We shall always remember you, Bapu.

